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> LEADERSHIP

Trust:

How School Leaders Build It

by Jim Ellsberry

In conducting climate audits over the past thirty years, we've gathered a lot of data from interviews involving thousands of stakeholders, including students, parents, faculty, and staff. The process is designed to evoke discussion among those who share a vested interest in the success of their schools and to reveal their predominant beliefs about the nature of the climate for learning.

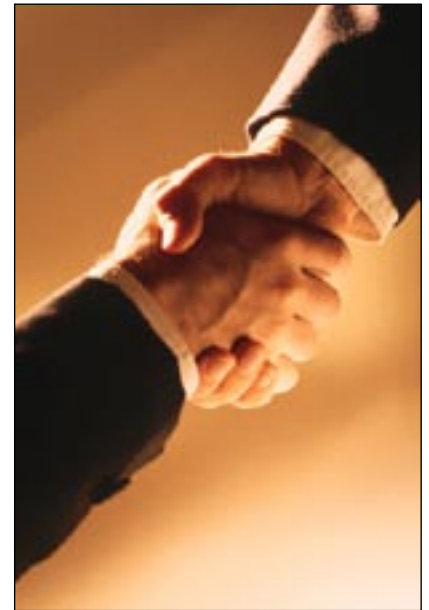
Although we've never bothered to keep formal records that would allow us to report these perceptions as cold, hard facts, certain trends and concepts have been repeated often enough to leave indelible imprints in the minds of those of us who have engaged in conducting hundreds of audits focused on the morale and emotional health of schools.

Organizations are held together by patterns of relationships, and just as in marriage and friendship, relationships without trust begin to fall apart. The single most important denominator that separates healthy, successful schools from those perceived to have low morale and low to mediocre success would be the element of trust. In the absence of trust all else suffers. Thus, at the heart of any audit is the impact of leadership; when discussing what successful school leaders do to build and maintain trust, stakeholders consistently report four essential attributes.

1. DEMONSTRATE A PASSION FOR THE PURPOSE

Leaders inspire commitment from others when they exhibit by word and action that their personal values and beliefs are aligned with the purpose and vision of the school. They encourage sustained effort by frequently seizing opportunities to remind stakeholders at all levels of the importance of the school's goals.

Leaders help the stakeholders find the significance of those goals by reinforcing them with concrete examples and by connecting them to a compelling vision of the future.



(continued on page 7)

January 28-29, 2008

**"LEADING WITH
THE STARS"**
Real Strategies
That Work

**18th Annual
IPLA Winter
Conference**

Don't Wait! Seats are Filling Quickly!

WINTER CONFERENCE

**"Leading With the Stars"
Real Strategies
That Work**

Visit the IPLA website at
www.doe.state.in.us/ipla
to view an agenda and conference details
after November 1, 2007

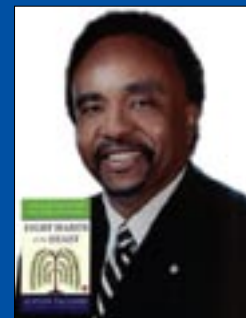
Dr. Robert J. Marzano
President & Founder
Marzano & Associates Inc.

Dr. Marzano's educational career has spanned over 35 years, more than 20 books and more than 100 curriculum guides and related materials for teachers and students in grades K-12. Dr. Marzano will be presenting the first day keynote covering many topics including Research Based Classroom Strategies and building students' academic vocabulary.



Clifton Taulbert
President
The Building
Community Institute

Clifton Taulbert is an international thought-leader on the "Power of Community" and best-selling, Pulitzer-nominated author. He is the author of *Eight Habits of the Heart for Educators*, which provides the foundation required to leverage the value of building community within our schools.





Day 1 will feature a keynote presentation by Dr. Robert Marzano. He will present Research-Based Classroom Strategies and techniques for building students' vocabulary.

Day 2 will feature a keynote presentation by Clifton Taulbert from the Building Community Institute on the "Power of Community." Also, Dave Emmert will be giving an update on Indiana Educational Law.

Breakout Presenters Needed!

As in the past, we will offer 30 breakout sessions at the 18th Annual Winter Conference, where real strategies that work will be the focus. At this time we are looking for current practitioners who are interested in presenting. If chosen by the Winter Conference Planning Committee, presenters will receive free admission to the two-day conference, a \$175.00 value. We are looking for teachers, principals, central office personnel, etc., who can offer valuable information to varying audiences. Applications to become a presenter can be found under the Winter Conference breakout session proposal link on the IPLA home page at www.doe.state.in.us/ipla.

The deadline for applications is October 5, 2007.

This is a great opportunity to share your knowledge and represent your school district to an audience of over 500 educators.

**REGISTRATION
OPEN TO ALL
INDIANA
EDUCATORS**

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January 28-29, 2008 Sheraton Indianapolis Hotel & Suites Indianapolis, Indiana (888) 627-7814

Name _____ IPLA Group Number _____
(if applicable)

First Name for Name Tag _____

Position: ☐ Principal ☐ Teacher ☐ Superintendent ☐ Other
(check one)

School Name _____

School Address _____

City _____ State _____ Zip _____

Phone _____ E-Mail Address _____

Corp/Organization Name _____

Corporation Address _____

City _____ State _____ Zip _____

Phone _____ E-Mail Address _____
(required)

Home Address _____

City _____ State _____ Zip _____

Participant Registration

Registration

\$175

This covers the cost of registration, a continental breakfast on Day 1, and a buffet breakfast on Day 2.

Total Amount Enclosed _____

CRU Request

If you are interested in receiving 8 CRUs for this conference please provide your birthdate and the last four digits of your social security number.

____ - ____ - 19____ S.S. # ____ - ____ - ____

Please check method of payment.

☐ Check # _____

☐ PO # _____

Make checks payable to:
IPLA Alumni Association

Registration Deadline is January 15, 2008 or until FULL.
No Refunds After January 18, 2008

Please indicate that you are a participant at the IPLA Winter Conference to receive block room rates at the Sheraton.

Hotel reservations must be made by December 28, 2007

Mail registration form to:

Maggie McGrann - IPLA - Room 229, State House - Indianapolis, IN 46204
Telephone: (317) 234-0331 Fax: (317) 232-9005



> TEACHING & LEARNING

Eight Habits of The Heart for Educators

Building Strong School Communities through Timeless Values

By Clifton L. Taulbert

Book review by Carolyn J. Sleet, Principal of Weisser Park Arts Magnet Elementary School, Fort Wayne Community Schools



I am from Milan, Tennessee and I have talked to many people about my fond memories of sitting on the front porch of our house. I can vividly remember specific conversations and events that took place on our front porch. The memories remain fresh in my mind because I grew up in a community with strong values.

As a child attending an all black elementary school, I could sit on the front porch and listen for the school house bell to ring. While waiting for the bell to ring, to alert me that it was time for me and my brothers and sister to go to school, I would admire the beautiful Tiger Lilies that had grown on both banks of the railroad tracks. The children attending school created several paths through the flowers to get to school.

Clifton Taulbert reminded me of the families that helped each other with the challenges that came with getting a quality education in the south, and the huge responsibility of educators and the ordinary people that made an enormous difference by demonstrating habits of the heart.

School started right after Labor Day weekend and I can recall every teacher that I had since beginning Kindergarten at five years old. The whole town of Milan provided the foundation to challenge every child in the way we would think and behave. Like Clifton Taulbert, I too remember what it was like to have the “human touch” in the school community.

Clifton Taulbert, clearly remembers what it was like growing up in Tupelo, Mississippi. He writes about the school community and this is the reason I loved this book. His words ring truth.

In describing his childhood experiences growing up in Mississippi he makes me feel the things that he feels. There is a lot to be said about school community, “the human touch,” and stories “from the front porch.”

For Clifton it all started in September of 1950s, “while the sun was still hot in the Mississippi Delta.” And he was afraid to go to school, the “Colored School.”

Every Educator who reads this book will see it, the importance of building school community ~ Clifton gives a master plan for this project. He creates this master plan with a blue print of the qualities of a school community and adds the Eight Habits of the Heart ~ behaviors. Clifton Taulbert found that modeling these behaviors becomes the construction materials for the building blocks:

(continued on page 6)



> LEADERSHIP

The Domain of Language

by Bill Gavaghan, IPLA Executive Director

This is the final article in a four part series on the Domains of Experience. In the May issue of IPLA's newsletter I wrote about the three speech acts; request, offers and promises within the domain of language. In this issue I will cover the other three speech acts; assertions, declarations and assumptions.

Assertions describe what is and what is not factual. Assertions can be true or false. The social responsibility for assertions is they must be supported by evidence or a witness.

A principal uses assertions when he/she evaluates a teacher. Ms. Jones your use of technology was appropriate for this group of students evidenced by each student's power point presentations. Leaders build trust by making sure the assertions they make can be supported by evidence or a witness.

Declarations make the future happen by generating a set of possibilities. The social responsibility for a declaration is the person making the declaration must have the authority to make the declaration. As a principal I could not declare a snow day in my school district. When a Superintendent did declare a snow day think of all the ways the declaration impacts the future (that day) for students, parents, teachers, and administrators.

Leaders must be careful to make sure their action that follows a declaration is consistent with the declaration. A leader's professional integrity is at stake when he/she makes a declaration but does not support the declaration with action. A principal who declares at the start of the school year that all teachers will conduct an action research project at least once during the school year and then does not follow through by holding teachers accountable who chose not to do the action research is risking his/her professional integrity.

Assessments are a type of declaration because the person who makes the assumption has the authority to make them. Assessments are not supported by evidence or a witness so they are different then assertions. Bill is a teacher is an assertion. There is evidence to show Bill is a teacher. Bill is a good teacher is an assessment. The assessment becomes an assertion when evidence is presented showing Bill is a good teacher.

Leaders must be able to distinguish between assertions and assessments and recognize our assessments as not being facts or truths. Many people live assessments as assertions. Leaders need to be "assumption busters" in challenging these individuals to show evidence or a witness to make their assessment an assertion. Principals and teachers can do this by making decisions based on data not opinions and judgments.

Leaders use the six speech acts daily in conversations with students, parents and teachers. Understanding the speech acts leads to improved conversations an effective future action.



Bill Gavaghan

Memorandum of Understanding



The Indiana Department of Education and the Taiwan Ministry of Education have a Memorandum of Understanding (MOU) to facilitate educational exchanges for principals, teachers and students between Indiana and Taiwan. This historic MOU, signed in 2005 has already resulted in a successful two way exchange of qualified Indiana and Taiwanese teachers as well as teachers from Taiwan teaching Chinese language and culture in two central Indiana school districts.

The Indiana Department of Education Office of International Education and Indiana Principal Leadership Academy (IPLA) are therefore pleased to sponsor The Taiwan Principal Leadership Training Project. The goals of this project are to:

- **Develop deeper knowledge of the educational system in the U.S. and in Indiana.**
- **Learn, observe and discuss best practices in school administration.**
- **Learn, observe and discuss best practices in teaching K-12 students.**

(continued on page 6)



TAULBERT continued from page 4

- **Nurturing Attitude**
- **Responsibility**
- **Dependability**
- **Friendship**
- **Brotherhood**
- **High Expectations**
- **Courage**
- **Hope**

Taulbert describes these building blocks as the glue and mortar for the foundation of building school community. He talks about the eight habits in detail. Find answers to these questions:

What do you need to turn your school into a community where not only students but, educators, to will thrive?

What does it mean to be unselfish? This is what Taulbert calls “the human touch.”

How can the human touch be a force to bring us together?

How do the Eight Habits of the Heart provide lessons to help promote opportunities to build a school community?

The major part of the book is based on Clifton Taulbert’s experiences with his teachers who could identify with the lives of their students. Families were welcomed visitors in the schools. It was a time when “Service Learning” was simply doing for others. He reflects on teachers, friends, cousins, and people in the community who knew how to boost a student’s view of him or her self and protect students from the day’s problems.

The larger theme is: As an educator. . .

What possibilities do you see in the faces of your students?

How do you ignore the negativity surrounding many of your students’ lives?

How do you propose to make each student in your school feel?

Even though he writes about growing up in Mississippi, you get the idea that school community is happening today, in any school where people demonstrate trust and unselfishness. We have our own definition of school community. . . does your definition include both “professional and caring voices?” Students need both today.

These habits are universally important!

Building school community and sustaining the excellence is the challenge for all educators. But if you want to know the particulars and hear it “From the Front Porch,” you will have to read the book! The book is reader friendly and gives real life examples of educators successfully implementing the Eight Habits of the Heart. Clifton provides strategies and applications to apply to your school community.

Lastly, the book includes insightful reflective questions and a personal assessment.

Eight Habits of the Heart for Educators is a great resource for principals, teachers, and study groups.

TAIWAN continued from page 5



• **Establish mutually beneficial on-going relationships to include partner schools.**

• **Promote intercultural understanding and exchange for participants and hosts.**

During the week of October 15 -20, 2007, approximately thirty principals from Taiwan will visit Indiana in order to learn about educational leadership and student achievement in Indiana. Highlights of this visit will include professional development for principals and teachers, 21st Century education in Indiana and Taiwan, discussions of best practices, school visits and intercultural school exchanges and partnerships.

One of the desired outcomes of this project is the promotion of collaborative relationships between schools in Taiwan and Indiana. The Indiana Department of Education and the IPLA are looking for Indiana principals who are interested in helping their school gain a more global perspective and build capacity through establishing a partnership with a Taiwanese school. The possibilities for these partnerships are limitless, e.g., e-correspondance, intercultural project-based curricular studies, diversity projects, distance learning, key pals, video streaming and blogs.

For additional information or questions regarding this exciting project, please contact:

Cathy Blitzer, Coordinator of International Education, IDOE 317.234.2375
cblitzer@doe.state.in.us

or

Susan Kertes, Associate Director, Indiana Principals Leadership Academy,
IDOE 317.232.9006 skertes@doe.state.in.us.



(TRUST continued from page 1)

2. PROVIDE CLEAR, UNAMBIGUOUS COMMUNICATION THROUGHOUT THE SCHOOL-COMMUNITY

Leaders use all available lines of communication to ensure that all stakeholder groups receive timely, relevant, and accurate information, thereby enabling all to be informed, responsible decision makers.

Leaders are thought to be efficacious when their communications are brief and sharply focused. (The principle of KISS applies.)

Leaders are seen as helpful to individuals and groups when meaningful feedback enables them to adjust their level of performance in support of established expectations.

3. PROMOTE EQUITY AND JUSTICE FOR ALL

Leaders encourage accountability by ensuring that standards and expectations are clearly stated and that uniform procedures are in place to assist stakeholders in holding all parties accountable.

Leaders are held in high esteem when their integrity allows them to maintain a level playing field because they don't play favorites.

Leaders are respected when they stand tall for underdogs and act as advocates for those who have no advocates.

Leaders are respected when issues are confronted promptly and appropriately, not left to fester and spread like a cancer throughout the system.

4. FOCUS ON SUCCESS FOR ALL

Leaders work with all stakeholder groups to create an environment of mutual support, high expectations, and success at all levels.

Leaders are appreciated when they are seen as instrumental in making certain that everyone has the tools, materials, time, and training to accomplish their respective jobs efficiently and effectively.

Leaders are quick to offer authentic praise and appropriate recognition to those giving extra effort, showing persistence, and/or producing outstanding results.

Poor morale and lackluster performances are the consequences that befall schools where leaders are perceived to be failing at one or more of these essential elements of trust building. When an organization's purpose is not seen as important or compelling, respect for it is diminished. When communications are muddled, untimely, or prone to error, confidence in the system is undermined. When people, regardless of age, gender, or station feel they are not given fair treatment, they will rebel and sabotage the system. When people feel they are failing, shown no appreciation, or given no encouragement, they will likely give up.

The ethos of a school's climate for learning doesn't happen by accident; it is built through the constant vigilance of leaders with the capacity for inspiring trust.

Jim Ellsberry, CEO
The DeWitt Institute for Professional Development
Prince's Lakes, IN 46164
Jells33@aol.com, 317.933.3365



New IPLA Associate Director

The Indiana Department of Education welcomes Susan Kertes as the Indiana Principal Leadership Academy's new Associate Director. Susan is leaving her position at Mishawaka High School where she taught French for the past 14 years to join IPLA's staff. Susan is a graduate of Indiana University. She completed her administrative course work at Indiana University in South Bend.

QUOTE CORNER

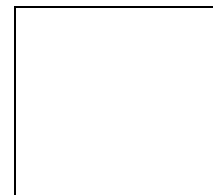
*"It is a fine thing
to have ability,
but the ability
to discover ability
in others
is the true test."*

Lou Holtz



INDIANA DEPARTMENT OF EDUCATION
Indiana Principal Leadership Academy

Room 229, State House
Indianapolis, IN 46204-2798



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2007

Oct. 1-2 IPLA Group 43 & 44 Sheraton Hotel and Suites,
Keystone at the Crossing

Oct. 15-19 Hosting Taiwanese Visiting Principals

2008

Jan. 28-29 18th Annual IPLA Alumni Winter Conference
Sheraton Hotel and Suites at Keystone
and the Crossing

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